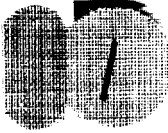


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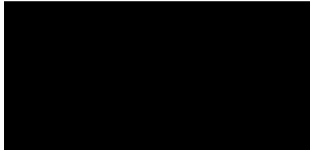
INTELLIGENCE PROCESS COURSE #2-77

15 November - 17 December 1976

Room 912
Chamber of Commerce Building
Telephone Number: 2351

Intelligence Institute
Office of Training

STAFF



25X1A

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COURSE OBJECTIVES

Upon completion of the Intelligence Process Course, the student will:

- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
- Understand the contribution of intelligence to decision-making at the executive level and to supporting the executive level in carrying out national policies.
- Be familiar with the scope of intelligence research and the broad range of analytic methods developed within and used by the Agency and other members of the Intelligence Community to produce finished national intelligence.
- Be conversant with the variety of intelligence publications and production methods that are used to meet the requirements of foreign intelligence consumers.

COURSE METHODS

1. Intelligence specialists from within CIA and from other agencies within the Intelligence Community will give presentations to the class. Assigned reading and motion pictures will be used to prepare students for the presentations or to enlarge on the scope of the presentations.
2. Analysts from CIA and other intelligence agencies will conduct discussions and panels with class participation. Working analysts will use case studies to examine the intelligence process in operation. In presenting these case studies, the analysts will consider tasking, research, analytical techniques, coordination, and methods of presentation.
3. Members of the class will perform a number of exercises that reinforce their understanding of classroom lecture/demonstrations on presentation skills and problems.
4. The class will visit several intelligence facilities in the Washington area to observe collection, processing, analytic, and presentation activities. Attention will be given to examining methodologies developed by components of the Intelligence Community to meet particular collection and analytic needs.

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INTELLIGENCE PROCESS COURSE #2-77
15 November - 17 December 1976

Monday, 15 November

Room 912, C of C

0845-1000

Course Introduction

- Administrative Affairs
- Presentations and Introductions
- Class Members' Profiles and Interest Inventory
- Security Arrangements
- Overview and Requirements

25X1A

1015-1200

Film: Scientific Intelligence in World War II

Many of the tenets and practices that underlie intelligence work today were developed in World War II. This film illustrates how finished intelligence, based on and including a meshing of requirements, all-source collection, analysis, and appropriate methods of presentation, affects policy decisions.

1200-1300

LUNCH

1300-1430

U.S. National Security and Foreign Intelligence

Directed Reading:

- History of the Central Intelligence Agency, Senate Report, pp. 1-107 (to be read as time permits)
- A Guide to the National Intelligence Community's Production Organizations and Their Products
- Perspectives for Intelligence; 1976-1981
- The Director of Central Intelligence, Senate Report
- CIA Production of Finished Intelligence, Senate Report

1430-1600

The Intelligence Cycle

U.S. positive foreign intelligence is presented as a continuous process involving close interaction between the policy-level user of foreign intelligence and collectors and analysts.

25X1A

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Tuesday, 16 November

Room 912, C of C

0845-1000

Directed Reading:

25X1A

-Scientific and Technical Intelligence Analysis,

-Another View of S&T Analysis

-The Oxcart Story,

25X1A

25X1A

1000-1045

Classification and Compartmentation Staff

This session will be a brief review of compartmented clearances, what they mean, and when they are applied; it will include a definition of terms and an explanation of restrictions and caveats.

1100-1200

Film: A Point in Time

This film traces the development of today's overhead reconnaissance systems.

1200-1300

LUNCH

1300-1330

Film:

This is a special film developed to explain a new imagery collection system.

1330-1500

Directed Reading:

25X1A

-Intelligence for the Policy Chiefs,

-CIA Intelligence Support for Foreign and National Security Policy Making

25X1A

-The Art of China Watching,

25X1A

-An Assessment of OCI's Superstructure,

25X1A

-The National Intelligence Daily,

1500-1600

Requirements

The establishment of collection goals and work priorities for both collectors and analysts is one of the most important and frustrating tasks of resource managers. During this session, the formal and informal structures for determining what to collect will be explored.

Requirements and Evaluation Staff, Office of the Comptroller

25X1A

CONFIDENTIAL

Wednesday, 17 November

25X1A

VISITS TO NATIONAL PHOTOGRAPHIC
INTERPRETATION CENTER AND IMAGERY
ANALYSIS SERVICE

0315

Bus Departs for NPIC

0900-1230

Overview of Origin and Productivity
of the NPIC/DDS&T

John Hicks
Director, NPIC

Mr. Hicks' overview will be followed by presentations by selected NPIC units on programs of the NPIC, the work of the imagery analyst/interpreter, collateral support, the interface between the Center and production elements of the Intelligence Community and other consumers, and projections into the near future.

1230-1330

LUNCH

1330-1600

Imagery Analysis Presentations
and Tours

Deputy Chief, Land
Forces Division

25X1A

Overview of Office of Imagery Analysis responsibilities and productivity, distinctions between the work of NPIC and OIA, programs and products, and analyst-to-analyst discussions.

1610

Bus Departs for C of C Building

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Thursday, 18 November

Room 912, C of C

0900-1030 Directed Reading:

25X1A -The Case For a Holistic Intelligence

25X1A -The Directorate of Operations
-Intelligence Support to the US SALT
Delegation,

25X1A -The CIA Operations Center, 25X1A

-The Department of State, Senate Report
-A Report on Intelligence Alert Memoranda
-Guidelines for National Intelligence Production
-Procedures for the Production of a National
Intelligence Situation Report

1030-1200 Clandestine Collection of Information Theodore Shackley
Associate Deputy
Director for Operations

*An overview of the Directorate
of Operations with special focus on
clandestine collection activities.
(Videotape presentations)*

Deputy Chief, Soviet
Europe Division/DDO

25X1A

1200-1300 LUNCH

1300-1430 Collecting and Reporting from
Liaison Sources

Former Agency Official

25X1A

*Intelligence information from
non-U.S. intelligence services con-
stitutes a significant input to the
U.S. system. The nature and scope of
this information is described by an
experienced officer.*

1445-1630 Requirements Exercise

ITB Staff

*Based on a prescribed scenario,
the students will develop a set of
national intelligence requirements,
to determine which intelligence
collectors should be tasked with
the selected requirements.*

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Monday, 22 November

Headquarters

0900-1200 The Analyst at Work in Scientific Intelligence (OSI)

Room 1A13

[REDACTED] Sciences and 25X1A
Applications Br, Physical
Sciences and Technology
Division, OSI

A senior intelligence officer describes the nature and scope of scientific intelligence production and its significance to national security decision-making. Sources, tasking, and analytic methodologies are discussed in case study presentations.

[REDACTED], Microelectronics 25X1A
and Technology Transfer

[REDACTED] Civil 25X1A
Technology Assessment

1200-1330 LUNCH

1330-1600 The Analyst at Work in Weapons Intelligence (OWI)

Room 1A13

Evans Kineman
Director, OWI

A discussion of the all-source approach to analysis of foreign missile and space activity; case studies of weapons systems.

[REDACTED] 25X1A

[REDACTED] 25X1A
Predicting New Weapons
Systems

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Tuesday, 23 November


Room 912, C of C

0900-1030

ELINT

25X1A

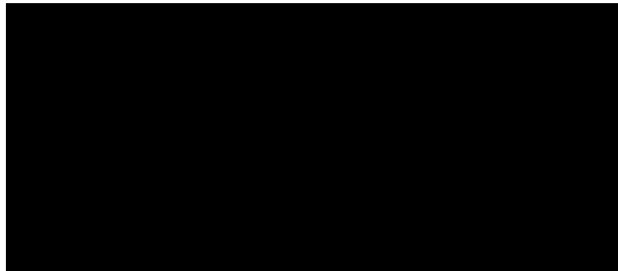
 will explain what ELINT is and how it operates to collect scientific and technical intelligence information through the intercept of foreign electromagnetic signals. The Agency OEL program objectives, collection operations, and contributions to intelligence will also be discussed.



Operations Officer
Office of ELINT

25X1A

1040-1200

25X1A




Office of Scientific
Intelligence/ODS&T

25X1A

1200-1300

LUNCH

1300-1400

Film: Who Owns the Seas?

Room 912, C of C

This film portrays the many complex, interrelated factors that must be taken into account in dealing with problems that go beyond the bounds of traditional disciplines. Many of the offices visited during the remainder of the course are experiencing problems reflected in the film in trying to handle emergent areas of intelligence interest.

1415

Bus Departs for Arlington Hall Station

1430-1600

VISIT TO ARMY SECURITY AGENCY

Arlington Hall Station
Headquarters Building

This brief visit to the Army Security Agency will complement the trip to the National Security Agency and give us a view of this collection activity as seen from a field intercept station.

1610

Bus Departs AHS for C of C Building

CONFIDENTIAL

Wednesday, 24 November

0830	Bus Departs for Ames Building		
0900-1200	VISIT TO THE OFFICE OF GEOGRAPHIC AND CARTOGRAPHIC RESEARCH	Room 1207, Ames Bldg. [REDACTED], Chief, Geography Division	25X1A
	Geography in Intelligence Analysis		
	<i>The Director of OGCR/DOT discusses geography as an element of national power, geographic research in CIA, and the role of cartography in the analysis and presentation of intelligence.</i>	[REDACTED], Intelli- gence Mapping Program [REDACTED] Law of the Sea	25X1A 25X1A
	<i>Other presentations will give particular attention to OGCR's Atlas program, Intelligence Mapping program, Law of the Sea support, and Environmental Analysis Staff.</i>	[REDACTED] Moscow Mapping [REDACTED] Water and Other Resource Studies [REDACTED] Monitoring Soviet Grain Production-- [REDACTED]	25X1A 25X1A 25X1A 25X1A
1200-1315	LUNCH		
1315	Bus Departs Ames Building for C of C Building		
1330-1630	Guidelines for Effective Oral Communication	[REDACTED] Intelligence Training Branch/Office of Training	25X1A
	<i>This experienced officer presents guidelines for effective intelligence briefing, including the use of graphics aids. He presents some practical demonstrations.</i>		

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Thursday, 25 November

THANKSGIVING HOLIDAY

Friday, 26 November

NO CLASS ACTIVITIES SCHEDULED

CONFIDENTIAL

Monday, 29 November

Headquarters

VISIT TO CENTRAL REFERENCE SERVICE

Room 1E78

0900-0930	CRS Overview	[REDACTED] Deputy Director, CRS	25X1A
0930-1015	Project SAFE	[REDACTED] Chief, Systems Analysis Staff	25X1A
1030-1045	Biographic Program	[REDACTED] Program Coordinator, Information Services Group	25X1A
1045-1100	AEGIS	[REDACTED] Staff Assistant/Indexing Officer, Information Services Group	25X1A
1100-1145	ISG Division Briefings (Class will be divided into groups according to area of interest.)	<u>Division Chiefs</u>	
1145-1245	LUNCH		
1245-1300	Pictorial Services	[REDACTED] Pictorial Services Branch	25X1A
1300-1400	Library and Terminal Access Point (Class will split into two groups and spend a half hour at each place.)		
1415-1600	The Analyst at Work in Political Research (OPR) <i>Overview of the Office of Political Research and a dis- cussion of political research and reporting. Several key OPR analysts will discuss their research projects and the analytical methods they employ.</i>	Room 3E62 [REDACTED] Deputy Director, OPR [REDACTED] New Approaches to Analysis [REDACTED] Japan's Rela- tions with the Two Koreas [REDACTED], Political Economy in Western Europe [REDACTED], Studying Soviet Elites	25X1A 25X1A 25X1A 25X1A 25X1A

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Tuesday, 30 November

NSA Operations Bldg.

VISIT TO THE NATIONAL SECURITY AGENCY

*This program at Fort Meade
orients the class to the broad
responsibilities of NSA.*

25X1A

0745 Bus Departs Headquarters (Main
Entrance) for NSA

0845 In-Processing and Program
Introductions

0900-1600 Briefings and Tours

*Briefings given at NSA are
designed to include NSA/Central
Security Service mission and
functions, collection and
communications security problems,
and principles of cryptography.
A tour of DEFSMAC (Defense Space
and Missile Analysis Center) will
be made unless operational activity
on the day of the visit precludes
such a visit.*

1610 Bus Departs NSA for Headquarters

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Wednesday, 1 December


Room 912, C of C

0900-0945 Principles of Good Agency Writing


Intelligence Training
Branch, OTR

25X1A

25X1A

 discusses the importance of clear, concise prose in intelligence reporting and production and outlines the writing requirements of the various Directorates.

1000-1200 Panel of DDI Editors

Working-level editors will discuss their role in intelligence production and the special problems that arise in processing intelligence for final dissemination to the consumer.

1200-1300 LUNCH

1300-1630 Short Writing Exercise



25X1A

In this first writing exercise, the class will work from a packet of intelligence information reports to produce a short item of finished intelligence using the principles outlined in the morning session.

 25X1A

Thursday, 2 December

Room 912, C of C

0900-1600 Writing Exercise

25X1A

For the next two days, the class will work on an intelligence report that would be submitted for office staff notes. Each class member will prepare an analytical report from the point of view of one of three main production offices. Production Officers from the three offices will critique these reports from the point of style and approach to the problem during the final week of IPC.

Friday, 3 December

Room 912, C of C

0900-1600 Writing Exercise

Continuation and conclusion of two-day writing exercise.

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Monday, 6 December

Headquarters

0900-1030 Use of Graphics in Intelligence Production

Room 1E78

Chief, Visual Information and Design Branch, Office of Geographic and Cartographic Research/DDI

25X1A

25X1A

[REDACTED] discusses the growing importance and use of graphics in intelligence production and offers a quick look at some future developments.

1045-1230 Visit to OGCR's Cartography Division

Room GH08

The class will tour the Division where maps, charts, and briefing materials are produced for all of the DDI and DDS&T. They will also see the Agency's unique computer-driven map-making machine.

1230-1330 LUNCH

1330-1600 ~~The Analyst at Work in Current Intelligence (OCI)~~

~~Room 2E62~~

~~Executive Officer, OCI, Coordinator~~

25X1A

OCI's role as both producer and publisher of national intelligence will be discussed. OCI analysts will discuss their work in producing daily intelligence for the highest levels of government, their contributions to producing National Intelligence Estimates, and their participation in task forces during times of crisis.

CANCELLED - Overtaken By Reorganization of Directorate of Intelligence

Some Aspects of Current Intelligence

A brief look at the scope of Current Intelligence production, the development of this form of reporting and analysis, as well as a consideration of some of the practical problems of daily production.

25X1A

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Tuesday, 7 December

Room 912, C of C

0830-1000 Briefing Preparation

This time is provided for the students to prepare for the first briefing exercise which follows.

1000-1200 Briefing Exercise

The students will present 6- to 7-minute briefings which will be videotaped for later playback and critique.

1200-1300 LUNCH

1300-1600 Briefing Exercise (Conclusion)

25X1A

25X1A

Wednesday, 8 December

VISIT TO DEFENSE INTELLIGENCE SCHOOL

0815 Bus Departs for DIS

0900-0910 Welcome by the Commandant, DIS

0910-1015 Missions and Functions of the Defense Intelligence Agency

1020-1130 Defense Attache Briefing

1130-1230 LUNCH

1230-1300 Missions and Functions of Army Intelligence

1300-1330 Missions and Functions of Navy Intelligence

1340-1410 Missions and Functions of Air Force Intelligence

1410-1440 Missions and Functions of Marine Corps G-2

1450-1600 DIA Support to MBFR

1610 Bus Departs for C of C Building

25X1A

Thursday, 9 December

Room 912, C of C

0900-1200 Video Playback of Student Briefings

25X1A

The briefings presented by each student on Tuesday will be played back and individually critiqued.

1200-1300 LUNCH

1300-1600 Video Playback (Continued)

Friday, 10 December

Headquarters

0900-1200 The Analyst at Work in Strategic Research (OSR)

Room 3G02

25X1A

An overview of the intelligence production activity of the Office of Strategic Research is followed by discussions of specific analytical programs in support of current intelligence needs for OCI, the National Intelligence Officers, and others; case studies of selected research and reporting are discussed as to content and methodologies employed.

1200-1330 LUNCH

1330-1630 The Analyst at Work in Economic Research (OER)

The overall responsibilities and productivity of the Office of Economic Research, several economic case studies illustrate the type of finished intelligence production in OER and the research strategies employed.

Monday, 13 December

Room 912, C of C

25X1A

0900-1030 Assessment of the Intelligence Process

Office of Performance
Evaluation and
Improvement, IC Staff

Judging the quality and relevance of intelligence is a vital aspect of the intelligence process. This assessment of performance now concerns itself with the entire process, from definition of requirements, through collection, analysis, and production, to impact on national policy.

1045-1115 Film: Printing for Intelligence

This film portrays the Printing Services Division's support activities in behalf of all of the Agency's directorates.

1130 Bus Departs for Pentagon

1200-1315 LUNCH

25X1A

1330-1530 Tour of the National Military Intelligence Center

Program Coordinator

The NMIC is DIA's 24-hour current intelligence support operation. It provides major intelligence support to the National Military Command Center.

1540 Bus Departs Pentagon for C of C Building

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Tuesday, 14 December

Headquarters

0900-1030 The National Intelligence Officer (NIO)

Two NIOs will discuss their responsibilities and activities as senior substantive intelligence officers.

Room 7E62

Assistant NIO for Strategic Programs

25X1A

Assistant NIO for SEA, SA, and Africa

25X1A

1045-1200 Review of Writing Exercise

Production Officers from three different DDI production offices will critique the papers prepared by the students during the second writing exercise. Their emphasis will be on style and presentation--the treatment of the material rather than the substantive content.

Room 2E62

Production Office Editors

25X1A

1200-1330 LUNCH

1330-1430 Congress as Intelligence Consumer

25X1A

[redacted] discusses Congressional use of finished intelligence and the evolving Congressional view of the importance of sound intelligence.

Room 2E62

Congressional Briefing Officer, DDI

25X1A

1445-1545 Visit to CIA Operations Center

The Agency's 24-hour control center, the Operations Center, alerts Agency officials to critical events and is CIA's after-hours contact point to the Intelligence Community and the White House.

Room 7F27

Senior Duty Officer Operations Center

25X1A

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Wednesday, 15 December

Room 912, C of C

0900-1030 Intelligence Production as Seen from Congress

A Congressional Staffer will discuss how a Congressman views and uses positive foreign intelligence.

Michael Van Dusen
Chief of Staff, Special Subcommittee on Investigations, House Committee on International Relations

1045-1200 Strategic Warning Staff

This interagency staff is responsible for monitoring possible major threats to the national security of the US. The staff concentrates its attention on military events.

 25X1A
Director, Strategic Warning Staff

1200-1315 LUNCH


1315-1445 State as an Intelligence Consumer

The State Department's relation to national intelligence and how this in turn relates to departmental policy support will be discussed from the point of view of an analyst in the Bureau of Intelligence and Research.

Jack Sontag
Bureau of Intelligence and Research, Department of State

1500-1630 Intelligence: The Consumer and Policy Implications

The speaker, a senior JDO officer, will use his experience in Washington and abroad to discuss the use of intelligence by policy and decision makers. He will discuss some of the ways finished intelligence gets to decision makers and some of the realities of the relationship between intelligence and policy.

 25X1A
Deputy Director for Operations Training, OTR

 25X1A

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Thursday, 16 December


Room 912, C of C

0900-1015 Career Training Program

CTP Office


This time is set aside for CTP administrative purposes prior to the CTs going on their interim assignments. Non-CTs will see a film, Siberia, at 0930.

1030-1200 Intelligence Analysis in
"Crisis" Management


Intelligence
Community Staff

25X1A

25X1A

 discusses intelligence analysis in crisis management and describes current and future systems for alerting and warning.

1200-1330 LUNCH

1330 Bus Departs C of C for the White House

1400-1530 The White House Situation Room

Jim Fazio
Chief, WHSR

A senior member of the staff will discuss the operation of the Situation Room and how it handles intelligence support for the President.

1545 Bus Departs for C of C Building

CONFIDENTIAL

Friday, 17 December

Room 512, C of C

0900-1045 Course Summary, Evaluations, and
Closing Administrative Matters

Staff

1100-1200 The Directorate of Intelligence

25X1A

Deputy Director, Center
for Policy Support,
DDI

25X1A

[REDACTED] will provide some
perspective on the issues and prob-
lems which currently confront the
Directorate of Intelligence.

1215-1330 DUTCH TREAT LUNCH

25X1A

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SECRET

Intelligence Process Course -- Evaluation Form

Name _____ (Optional)

You will recall there are four principal objectives of the IPC. Now that you have completed the course, you should:

- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
- Understand the contribution of intelligence to decision-making at the executive level and to supporting the executive level in carrying out national policies.
- Be familiar with the scope of intelligence research and the broad range of analytic methods developed within and used by the Agency and other members of the intelligence community to produce finished national intelligence.
- Be conversant with the variety of intelligence publications and production methods that are used to meet the requirements of foreign intelligence consumers.

The IPC undergoes continuous review and modification to achieve maximum utility, and any comments you make -- especially constructive suggestions for improvement -- will be valuable to us in designing the next course. (Use additional paper, if necessary, and do not feel confined to these specific questions; if you wish to discuss any relevant topic, feel free.)

1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory

1	2	3	4	5	6	7

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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

3. Identify the least effective presentations, visits or exercises and explain why.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

END-OF-COURSE DATADATE OF REPORT 29 Dec 76COURSE: Intelligence Process Course

(TITLE & NUMBER)

RUNNINGS PER YEAR: 3**STUDENT ENROLLMENT**

ENROLLMENT CAPACITY	BEGINNING ENROLLMENT	UTILIZATION* (PER CENT)	NO. COMPLETING COURSE
20	21	105%	21

CLASS COMPOSTION

ORGANIZATION	DD/A	DD/I	DD/O	DD/ S & T	DCI	OTHER					TOTAL
NO. OF STUDENTS	15	3	2	1							21

	GRADE	YRS IN AGC'Y	TIME IN JOB	AGE
RANGE	7-13	1-25	NA	23-53
AVERAGE	9	3	NA	29

*BEGINNING ENROLLMENT

= UTILIZATION

ENROLLMENT CAPACITY

Intelligence Process Course -- Evaluation Form

Name



(Optional)

STATINTL

CT

You will recall there are four principal objectives of the IPC. Now that you have completed the course, you should:

- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory

1	2	3	4	5	6	7
					✓	

2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

In terms of visits, the act of physically going to each area was extremely important. For our interim, it appears that the CRS review would be the most beneficial because of its utilitarian functions. Most effective speakers were [REDACTED] and the Air Force captain at DIA because of their experience and ability to tune their briefings to the audience.

3. Identify the least effective presentations, visits or exercises and explain why.

Least effective presentations were, of course, those dealing excessively with wiring diagrams - specifically, the 2 captains at ~~DIA~~ ASD, and the briefer of the Pentagon. While the briefings given before the video, valuable time would have been saved by having individual reviews with [REDACTED]. The shotgun, unrealistic approach to the writing exercise rendered it virtually useless. The efficacy of the exercise was inversely proportional to the pomposity and uselessness of its reviewers.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

It is well understood that an incredible amount of info from various element must be presented in a minimum amount of time. Briefers should be reminded to tailor their presentations to their audience. With the exception of the writing exercises, the course was well balanced. The course might well introduce more reading material for study purposes.

Intelligence Process Course -- Evaluation Form

Name [REDACTED] (Optional) STATINTL

You will recall there are four principal objectives of the IPC. Now that you have completed the course, you should:

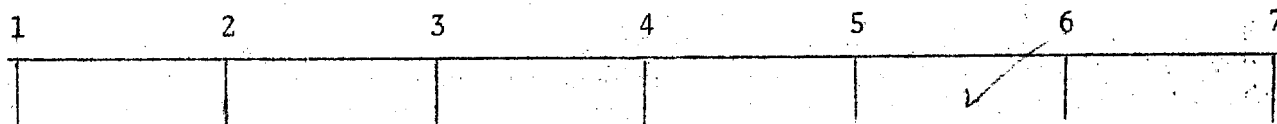
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- Be familiar with the scope of intelligence research and the broad range of analytic methods developed within and used by the Agency and other members of the intelligence community to produce finished national intelligence.
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

STATINTL *Visit to WHSR was excellent. Greg's presentation was outstanding in delivery, content and truthful. OER did a good job as did NPIC - clear, concise and substantive. [redacted] talk was great but should not be confined to Liaison only but should be expanded to include role of station reports officer.*

3. Identify the least effective presentations, visits or exercises and explain why.

The stress on the ord presentation was overdone - much too much. Kuch also about nothing. This was the weakest phase. The idea was good but perhaps it might be better to stress the need for contemporaneous presentation. Without the time limits this would be valuable exercise. All visits were good - The military presentations were bad but these cannot be changed. It is a "military" tic.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

Generally the focus was appropriate but perhaps themes could be presented in a sliding scale of awareness e.g. a) agency. b) DDI outline of function, c) DDO breakdown d) General breakdown of DDO function and structural presentation e) problems of intell distribution -

Comment - critique should not be compressed into first few minutes but should be a free dialogue among

Intelligence Process Course -- Evaluation Form

Name [REDACTED] (Optional) STATINTL

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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

<u>Slight</u>					<u>Highly Satisfactory</u>	
1	2	3	4	(5)	6	7

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Intelligence Process Course -- Evaluation Form

STATINTL

Name [REDACTED] (Optional)

You will recall there are four principal objectives of the IPC. Now that you have completed the course, you should:

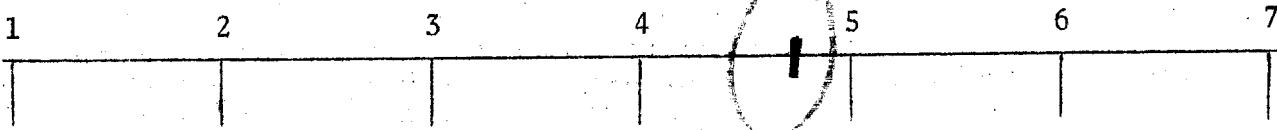
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

Those presentations which went beyond identifying themselves within the intelligence community and showing how we as future ODO or DDI types could utilize their services, were most effective (ie OER, Briefing although the group criticisms were not necessarily a good idea, GSE etc.). The briefing by [redacted] was very honest & objective. [redacted] - interesting. [redacted] scared the hell out of us and pointed out weaknesses that we might need to deal with.

3. Identify the least effective presentations, visits or exercises and explain why.

ASA - I was in the army what can I say
assessment of the Intelligence Process - IC Staff
this may be unanimous as terrible briefing of the year.
I missed the writing exercise (3rd week) and cannot comment on those presentations.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

Too much time spent on obtaining the objectives sought. If the ^{underlying} purpose is to familiarize DOD bound (1) people it could be cut in half. If it is to train (3) analysts then the emphasis is wrong (ie should be more exercises for writing, researching, briefing etc.) Many of the presentations were interesting but unnecessary (Printing Film?). DIS overdid it with briefings from all service members. In conclusion I feel the objectives were met, but should there be the objectives.

Intelligence Process Course -- Evaluation Form

Name [REDACTED] (Optional) STATINTL

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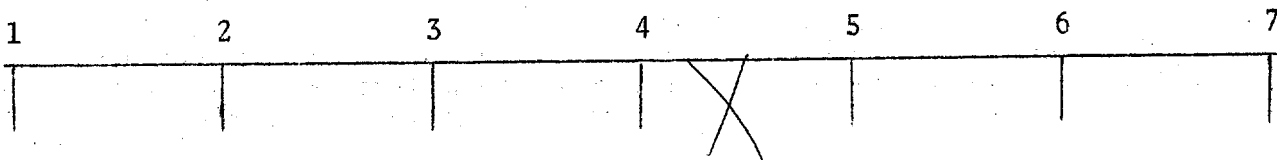
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

NPIC was very interesting due to the well organized presentation. Crisis management lecture was well prepared. The visits to HQ were as a whole useful, however many of the lectures seemed to be expanded simply to fill a time slot. The small congressional staffer was interesting, but would have been better had we gone to his office.

3. Identify the least effective presentations, visits or exercises and explain why.

The speaking exercise was the most useless exercise of the entire course. It is impossible to make any substantive improvement in one's speaking ~~technique~~ technique with one exercise.

All of the military visits were 90% useless. The entire process could be covered by one brief - no less charts - in 30 minutes.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

Intelligence Process Course -- Evaluation Form

Name

(Initial)

STATINTL

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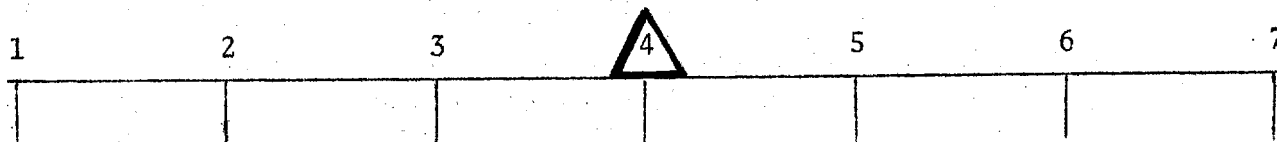
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

STATINTL

briefing
(critique could have been done privately)

3. Identify the least effective presentations, visits or exercises and explain why.

*ASA, DIS***, writing*

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

1- course should be for CT's only - There is a certain beneficial unity of spirit among equals. Interaction with internals could better be had via seminar.

2- too much redundancy ^{some} presentations weren't clearly defined as to subject area, therefore much overlap leading to ~~the~~ confusion.

3- scheduling - perhaps military intelligence should be handled ~~en~~ "en bloc" - all visits should be grouped together w/ 2 or 3 days, so that a total picture can be gotten.

**** award for incredible boredom*

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Intelligence Process Course -- Evaluation Form

Name

[REDACTED] (Optional)

STATINTL

You will recall there are four principal objectives of the IPC. Now that you have completed the course, you should:

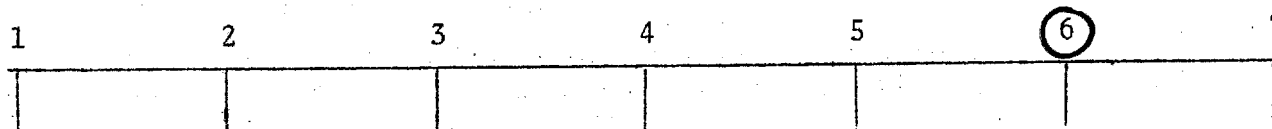
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Slight

Highly Satisfactory



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Intelligence Process Course -- Evaluation Form

Name _____

(Optional)

STATINTL

You will recall there are four principal objectives of the IPC. Now that you have completed the course, you should:

- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation. *no*
- Understand the contribution of intelligence to decision-making at the executive level and to supporting the executive level in carrying out national policies.
- Be familiar with the scope of intelligence research and the broad range of analytic methods developed within and used by the Agency and other members of the intelligence community to produce finished national intelligence. *no*
- Be conversant with the variety of intelligence publications and production methods that are used to meet the requirements of foreign intelligence consumers. *yes*

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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory

1	2	3	4	5	6	7
				✓		

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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

White House sit room - because that's where the action is decided

ASA was a waste of time - troop comms is not relevant to international intelligence

writing exercise was a waste
briefing was ever-changing experience

STATINTL

was good - because of candor

STATINTL

Crisis Management was good
- excellent - interesting

3. Identify the least effective presentations, visits or exercises and explain why.

Defense Staff School

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

Too much emphasis on S+T type intel
I would have preferred more emphasis
on DDO.

Overall it was too long. Four weeks
would have been long enough

the writer is a
DDO staffer H.H.

Intelligence Process Course -- Evaluation Form

Name [REDACTED] Optional) STATINTL

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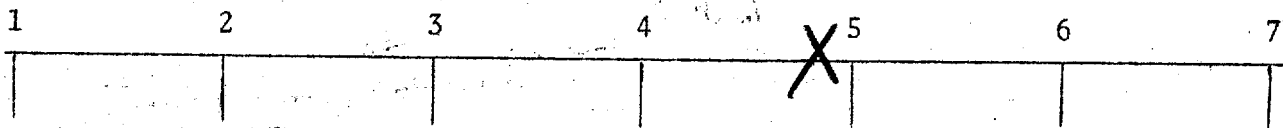
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

- John Hicks, Director NPIC
- [REDACTED] O. Sci Int.
- [REDACTED] STATINTL
- Mike van Dusen, the Hill
- [REDACTED]

All were successful in conveying how interesting and important their work is.

STATSPEC

3. Identify the least effective presentations, visits or exercises and explain why.

Those by military intelligence offices outside the Agency. To a briefing, they were too long and insensitive to the class' needs and interests.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

For someone who works as an analyst, the course was generally good in providing perspective on one's work and how it fits in with the whole community. The course's basic problem was the diverse career interests of the students -- so that what was comprehensible and interesting to a small part of the class at any given time was not understandable and boring to the remainder. Many of the briefings -- especially from military intelligence -- should be condensed into a fraction of the time. We don't need to know each office in such detail, just its function and how it fits it. We need to see more forest and fewer trees.

Intelligence Process Course -- Evaluation Form

Name [REDACTED] (Optional) STATINTL

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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory

1	2	3	4	5	6	7
					✓	

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ILLEGIB

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Intelligence Process Course -- Evaluation Form

Name

(Optional) STATINTL

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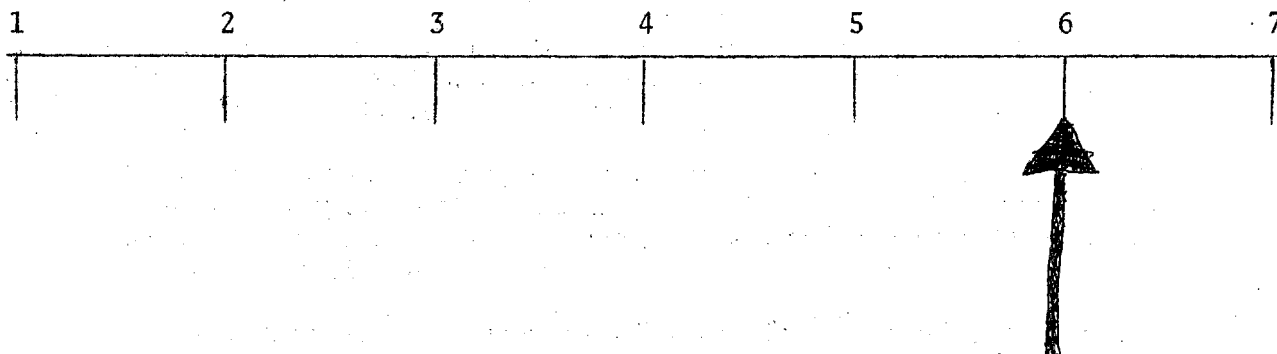
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why. Among those people who were effective and interesting were included: [REDACTED] STATINTL

[REDACTED] of NPIC. Wordworth field trips included NPIC, NSA & the CRS(OCR) trip at H.Q. These are the best ones, at least of those I remember. All of them presented new information in a fresh manner but what is more important, seemed as though they were involved with their subjects. To impart a knowledge of the subject instills confidence. [I liked the briefing exercise, by the way.]

3. Identify the least effective presentations, visits or exercises and explain why. The worst presentations were, without a doubt, those given at ASA and DIS. (I had to stifle an urge to running screaming from the latter.) Although I enjoyed [REDACTED] I thought the writing exercise was 3 days of wasted, agonized effort. Dry, overlong, and unbridled boredom were the factors in the unsuccessful efforts. However, even the bad, bad moments served a purpose: I am now educated about how horrid the military briefing style is and to ~~keep~~ keep that in mind. STATINTL

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

I thought the course completed a good deal of what it set out to accomplish. It is a hard goal to immerse beginners to the "process of intelligence." Some general trouble spots were repetition and overlong presentations. Within the class, which I think is very close and friendly, I thought some of the "internals" created a problem with the personal diatribes and questions which cut interesting speakers' times short. Limited question-periods might be a solution. To find [REDACTED] did a stellar job. Without them, the course would have been less than what it is.

Intelligence Process Course -- Evaluation Form

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Slight

Highly Satisfactory

1	2	3	4	5	6	7
					+	

2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

STATINTL

Both of these presentations were excellent, both were extremely informative and well presented.

3. Identify the least effective presentations, visits or exercises and explain why.

The so-called "practical" exercises - the briefing exercise and the writing exercise. The writing exercise in that it was an artificial situation - no one would ever ~~and~~ write a staff note under those circumstances. Additionally, the ~~of~~ ^{part} of the evaluators of the writing exercise had a totally different concept of staff notes than the person who gave us our writing instructions.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

I felt that too much time was expended on the briefing exercise in that after a day or so on the topic the treatment was repetitive with little apparent purpose. That aside, I felt the course as a whole was excellent and I really feel well briefed on the intelligence process is concerned. A special word

STATINTL

of thanks to [redacted] for his more than kind attention that surely was maintained throughout the course.

Intelligence Process Course -- Evaluation Form

Name [REDACTED] (Optional) STATINTL

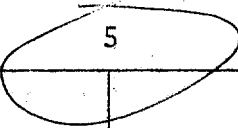
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

<u>Slight</u>						<u>Highly Satisfactory</u>
1	2	3	4	5	6	7



2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

Most effective - (1) Fellow from Congressional staff : his honesty ~~and~~ and chronological approach to Congress - agency relations were duly appreciated

STATINTL

(2) [REDACTED] - combination of "real stories and detailed analysis of known picture were worthwhile

3. Identify the least effective presentations, visits or exercises and explain why.

ASA DIS - overkill vis a vis military's intelligence role. A Brief overview of military/agency relationship would be helpful.

Entire presentations on where military intelligence fits into overall military picture were just not necessary and tedious.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

Emphasis should be given to case studies from individual officers. The "big picture" is not relevant at this time in most people's careers.

Let most of the analysts take us through a typical intell problem. Some did but not enough.

Intelligence Process Course -- Evaluation Form

Name

ional) STATINTL

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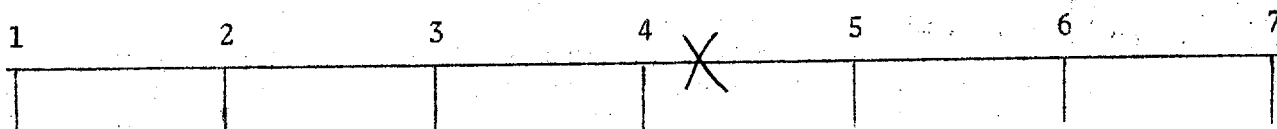
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

I enjoy activities that require me to participate actively. The writing exercises and the briefing were enjoyable. I learned a great deal about Agency writing from the OSR Critique. I felt that OSR was abusive and failed to gain any rapport with the class. Also, the view presented by the Congressional aide was extremely beneficial.

3. Identify the least effective presentations, visits or exercises and explain why.

The visit to ASA was a waste of time. The briefing officers were an embarrassment to the Army. The answers to the questions were even worse. Also the assessment of the Intelligence process Briefing was a waste. The briefers were boring and irrelevant to our studies.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

More time should be devoted to practical training. More writing. I enjoyed the overview but feel that we should work at a more fundamental level.

Intelligence Process Course -- Evaluation Form

Name [REDACTED] (Optional) STATINTL

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Slight

Highly Satisfactory

1	2	3	4	5	6	7

2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

The most effective and valuable visit was the trip to NPIC. I learned a great deal of what NPIC does. For example, I did not know NPIC had a modelling shop. I think the last presentation on the failures of intelligence was excellent and giving at the end of the course was a good idea.

3. Identify the least effective presentations, visits or exercises and explain why.

DIS was the most fruitless visit. I didn't get much from any of these presentations.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

I think the course was well-balanced. I'm glad intelligence failures were presented instead of ignored. This course is excellent for a new DDI analyst like myself.

Intelligence Process Course -- Evaluation Form

N [REDACTED] tional)

STATINTL

You will recall there are four principal objectives of the IPC. Now that you have completed the course, you should:

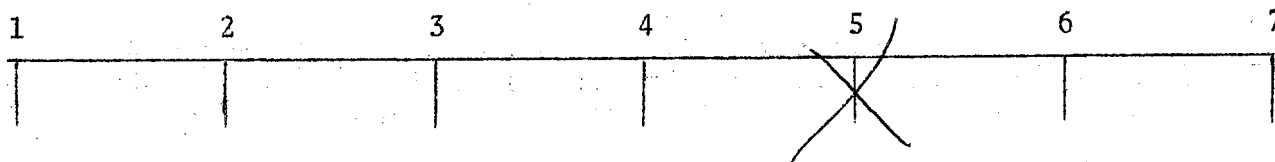
- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
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The IPC undergoes continuous review and modification to achieve maximum utility, and any comments you make -- especially constructive suggestions for improvement -- will be valuable to us in designing the next course. (Use additional paper, if necessary, and do not feel confined to these specific questions; if you wish to discuss any relevant topic, feel free.)

1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

NPIC was most impressive and, therefore, effective. Almost all visits to HQ were extremely valuable. ~~I~~ I liked the writing exercise, though its guidelines were vague and had no connection with the critique that followed. In general, I found that [redacted] Barbara, & Dick did a terrific job in dealing with us and the difficulties that we generated.

STATINTL

3. Identify the least effective presentations, visits or exercises and explain why.

The briefing exercise was the most utterly worthless waste of time I have ever experienced - it should have been done in one day. Every military briefing was about five times too long. It's good to know what the military is and what it does but detailed briefings of wiring charts are worthless. Almost every presentation "group" that took, for example, 3 hours, could have been done as effectively in 2.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

Most of my above criticisms relate to focus & balance. The course, as constituted, could be done in 3 weeks by cutting out excess. In general, everything was overdone and consequently overkilled. I would like to see more practical exercises even though I recognize that they are unreal. I have two major criticisms that are, I think, insoluble. One, questions from the class should be curbed or perhaps limited to 10 minutes at the end of each hour. There have been too many ego trips, extended expositions, and wastes of time, so much so that many speakers were forced to delete valuable material. Second, the mixture of internal and external presentations tends to "know-all" and waste everyone's time through extended monologues, etc.

Intelligence Process Course -- Evaluation Form

Name [REDACTED] (Optional) STATINTL

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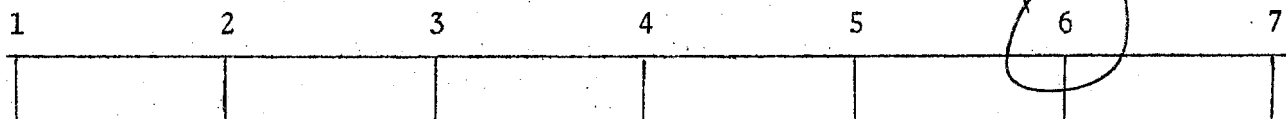
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

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Highly Satisfactory



2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

NPIC visit

Cryptology at NSA

NIO talks

telligence

on Crisis Mgmt.

STATINTL

STATINTL [redacted] on Liason Sources

STATINTL [redacted] visit

J. [redacted] on Behavioral Analysis

Cartographic Research

Oral briefing exercise

CRS

OPR

OER

STAFF NOTES EXERCISE

These were very valuable in terms of excellent speakers, astonishing or substantial information, + the learning exercise involved. This is the caliber of instruction I wish could be extended to the entire course.

3. Identify the least effective presentations, visits or exercises and explain why.

OSI + DWT presentations - boring speakers that didn't explain technical terms

Army Security Agency - dry, unanimated, rigid speakers. Put us to sleep.

Military Attaches at DIB "

Video playback of briefings - Instead of extended discussion + nitpicking after each video playback, we should have had 2 more chances each to run through our own talks. We were quite aware of

Assessment of the Intelligence Process lecture on 12/13/76

↑ this guy was the quintessence of dullsville, + should've cut his talk to 20 minutes, at most. He said nothing we had not already heard several times before.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

~~STATINTL~~

I have no qualms that the emphasis was DDI instead of DDO, as long as we can have at least a few Dan types (maybe even a Charlie) talking about the DDO side of the house, + their experiences therein.

STATINTL

However I do wish we had had longer time to consider Crisis Management, as "exposed" by [redacted]. His was an excellent lecture on an absolutely startling topic - and, toothfully, for future management types in our class. The course should emphasize the problem of Intel. Community communications + crisis mgmt.

STATINTL

Intelligence Process Course -- Evaluation Form

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Highly Satisfactory

1	2	3	4	5	6	7

2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

Most of the presentations were effective and valuable -- Those I enjoyed most were those in which I had an inherent interest, e.g., Crisis Management, The Command and Policy implications, Ops Center, the Congressman's presentation. Other visits were no less effective, but rather it was I who lacked enthusiasm.

3. Identify the least effective presentations, visits or exercises and explain why.

> The least effective visit and presentations were those to/of DIS. This could have been covered in an hour, no visit necessary.
> Using an entire day to review the briefing exercise was not necessary. It would have been more beneficial to call each individual to see his own video-tape and critique accordingly. Group critique was unnecessary and irrelevant.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

Time was ~~very~~ fairly divided on all topics, but I feel that the course is too long. Many of the visits could have been replaced by hour-long succinct briefings, e.g., OGC, Cartography, [REDACTED] If the course were shorter, it would be more "action-packed" -- Visits would not be needed to break the monotony. STATSPEC

Intelligence Process Course -- Evaluation Form

Name



(Optional) STATINTL

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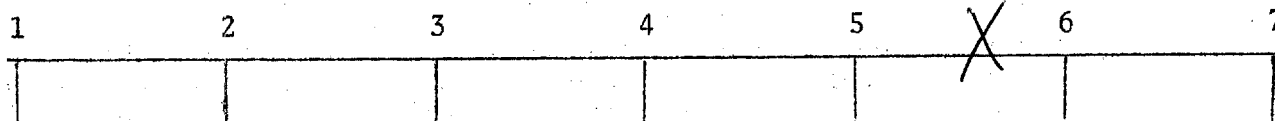
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Slight

Highly Satisfactory



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STATINTL

STATSPEC 2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

NPIC, parts of NSA, [redacted] OGCR, - employed good speakers, interesting topics, learning interesting new things. Mike Van Dusen (Congressional fellow)
 Also [redacted] COPR was pretty good - not as good as those above -
 but still worth mentioning. STATINTL

3. Identify the least effective presentations, visits or exercises and explain why.

OSE of course gets the prize for a worthless day - no more need be said.
 If we have to do the writing exercise - (which I think is worthwhile) a better system of evaluation would be worthwhile -
 OER & OSR was medium.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

As with any course of this type - some things are better than others. The object was to show us "The Agency" - the intelligence process etc. - and in general we learned that - what, as analysts, we can use to aid us in our work. Some of it was truly meaningless - mainly because of the briefer. Some simply weren't valuable in relative terms - what sticks in my mind because it's freshest in my mind is the White House - which was fun but...

The writing exercise could be very useful - and I think practical exercises are very good - but it needs revision to make it more meaningful. We know nothing about the country; and no analyst writes a staff note with no background information. The briefing also is worthwhile but not for three days. As for the readings in the beginning - we tend not to do all of it - if it's important - stress it.

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Intelligence Process Course -- Evaluation Form

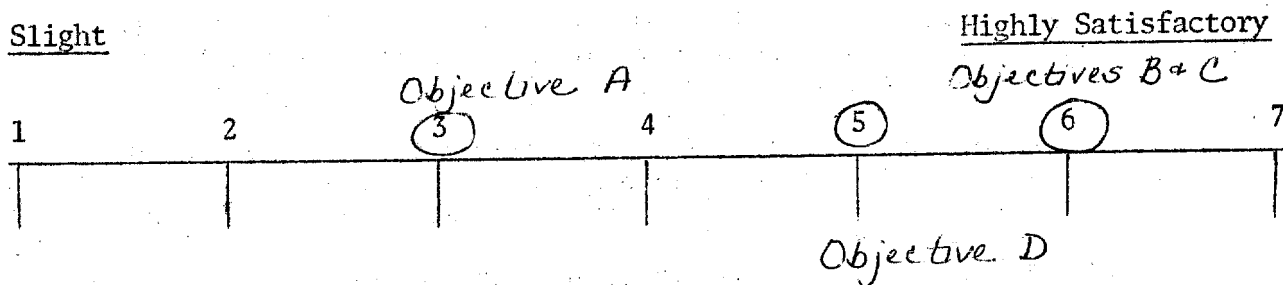
Name [REDACTED] (Optional) STATINTL

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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:



(I did not want to "rate" the course as a whole because with the exception of objective A [see above] the course was highly satisfactory. However, objective A ~~was~~^{was} not satisfactorily emphasized, particularly in the area of administrative functions.)

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4. More time could have been devoted to objective A (see first page). If each speaker would have included the objective in their talks I would have gotten a more complete picture of the processing of finished intel. Objectives and requirements could easily have been further emphasized. Plus, more emphasis on sources (esp. human sources) would have illustrated the relationship between DDO and DDI: how they play off each other ^{in processing intel.} This interplay ~~was not officially mentioned by anyone~~ did not receive enough attention and someone, such as [REDACTED], could have addressed the subject. I would have appreciated hearing more on the subject of future techniques, emphasis, ~~problems~~, and ensuing problems ~~regarding~~ regarding the processing of intel. ^{almost} Every speaker outlined all the problems now encountered in processing intel. However, no one offered "advice" on where to go from here: how to eliminate or attempt to minimize the current problems; what is the agency's responsibility in eliminating such problems; ~~what~~ how does the future agency officer minimize and overcome ~~these~~ such problems inherent in the intelligence business

STATINTL

Intelligence Process Course -- Evaluation Form

Name [REDACTED] (Optional) STATINTL

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<u>Slight</u>						<u>Highly Satisfactory</u>
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